

Declaration

I, John Choongo, declare that this dissertation, to the best of my knowledge, was achieved through personal reading and scientific research. Secondly, it represents my original work which has not previously been submitted for a degree or any other academic qualification at this or any other University in the World, and does not incorporate any published work or materials from another dissertation without duly acknowledging them.

Signed.....

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Certificate of Approval

This dissertation of John Choongo has been approved as fulfilling the requirements for the award of the Degree of Master of Education in Literacy and Learning by the University of Zambia.

Examiners Signature

Examiner 1:Date

Examiner 2:Date

Examiner 3:Date

Dedication

This work is dedicated to all my ancestors, departed and present as well as to all those who hope for a better tomorrow through a literate population.

Abstract

This study was an evaluation of the literacy programmes offered by the media which are aimed at promoting literacy among primary school going learners. The study used Zambia National Broadcasting Corporation (ZNBC) and MUVI media houses as cases of study. A number of respondents helped in the study, among these were the staff and pupils from four sampled Basic schools of Lusaka district. The study was grounded upon the principle that people learn better when the material that is delivered to them for consumption targets such learners' Zone of Proximal Development (ZPD) (Vygotsky, 1978). The study sought to find out whether literacy programmes that were being offered by ZNBC and MUVI stations were of great benefit to primary school going learners seeing that this age group forms quite a substantial population of their viewers/listeners.

The study used a qualitative research design. This was due to the fact that the data which was used in this study was collected through face to face interviews, focus group discussions and observation method. The sample size of ninety four participants was drawn from the population. Eight of these were teachers of both grade four and grade seven classes, four school managers, two directors of programming and eighty learners from both grade four and grade seven classes. The two grades were deliberately selected under the assumption that being the final grades at the lower and upper primary sections respectively, they would significantly help the study.

Findings from this study revealed that media houses had a threefold mandate to the general public. This mandate being to inform, educate and entertain. Pursuant to the education mandate, media houses do air education targeted programmes to the general public. It is in this area that media literacy programmes are found. It was established that the two media houses under investigation did air programmes aimed at promoting literacy among primary school going learners. The literacy programmes that the media houses air were found not to be meeting the literacy needs of the targeted learners. It was also established that many primary schools lacked the necessary equipment with which to run effective literacy lessons that are offered by the media in their respective schools.

It was recommended by this study that government through the Ministry of Education, Science, Vocational Training and Early Education should provide the necessary equipment as well as other logistics such as trained facilitators to enhance efficiency in literacy lessons being offered by the media. It was also recommended that the Ministry of Information and Broadcasting should be rehearsing with their counterparts in the Ministry of Education, Science, Vocational Training and Early Education in order to come up with literacy programmes for airing that would really target the needs of the primary school going learners.

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Abbreviations and Acronyms

AIDS..... Acquired Immune Deficiency Syndrome

HIV..... Human Immune Virus

NFED..... Non-Formal Education Division

PREAL..... Project in Radio Education in Adult Literacy

AIR..... All India Radio

NGOs'..... Non-Governmental Organisations

DEBS..... District Education Board Secretary

UNESCO..... United Nations Educational Scientific and Cultural
Organization

UNICEF.....United Nations International Children's Emergent Fund.

MOE..... Ministry of Education

EDC.....Education Development Centre

DVD..... Digital Video Disc

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.0 Introduction

This research was conducted to evaluate the literacy programmes that the public and private media houses air with the aim of promoting literacy among primary school Learners of Lusaka district. This chapter is composed of nine components which are the background, statement of the problem, purpose of the study, main research objective, specific research objectives, main research question, specific research questions, significance of the study, and definitions of terms.

1.1 Background

In this modern era, it is not enough to talk about the development of a country without making mention of such a particular country's literacy levels. There are no universal definitions and standards of literacy. Unless otherwise specified, all rates are based on the most common definition - the ability to read and write at a specified age. Detailing the standards that individual countries use to assess the ability to read and write was beyond the scope of this research as the focus of this study was to evaluate the various literacy programmes that are offered by ZNBC and MUVI media stations which are aimed at promoting literacy among primary school learners in Lusaka district. Information on literacy, while not a perfect measure of educational results, is probably the most easily available and valid measure for international comparisons of different countries' literacy levels. Low levels

of literacy and education in general, can impede the economic development of a country in the current rapidly changing, technology-driven world (World Factbook, 2012).

The Ministry of Education in a way to reaffirm its commitment of improving the literacy skills in the country included a number of significant statements in the 1996 Education Policy document. For example, this policy document clearly states that, “the fundamental aim of the curriculum for lower and middle basic classes (Grades 1 to 7) is to enable pupils to read and write clearly, correctly and confidently in a Zambia language and in English....the Ministry of Education attaches the highest priority to the attainment of this goal” (MOE, 1996:34).

Zambia’s literacy is, according to the World Bank (2006) statistics, about 60%. The Central Statistical Office of Zambia (2004) puts Zambia’s youth literacy levels at 64%. Zambia has a population of about thirteen million, about nine million of which are young people. Mumba (2002,) suggests that Zambia must continue to address the illiteracy issue among young adults in order to prevent social vices. These vices include prostitution, drug abuse and robbery. The illiteracy rate among the youths (14 to 20 years old) is greater than that of adults who are 21 to 45 years old. This has negative social and economic consequences because Zambia’s population is relatively young and the country relies on the active involvement of this particular population in socio-economic activities. It is also a challenge to effectively address the HIV/AIDS problem with a high rate of illiteracy among the most vulnerable people, namely, adolescents and young adults. This is because their inability to read and write makes it not easy to reach them using printed paper packs. It is thus imperative for one to get concerned at such levels of literacy in a youthful nation such as Zambia.

The Ministry of Education estimates that only about 15% of pupils in lower primary have desirable levels of performance in literacy, and about 20% have desirable levels in numeracy (MOE, 2010). This in part accounts for the failure by some average Zambian pupils to read or write during their primary school years. Oxenham (1980), in his cross cultural study of motivation for literacy, found that people participated in literacy activities for reasons that were symbolic (social status), instrumental (writing letters, filling in forms, draw up and keep accounts, for jobs, sign names etc.) for opportunities (get a driver's license, become a community volunteer, get a paid up job) and entering formal education (accessing further education). One renowned linguist once argued that in order to attain 50% or above literacy rate in most countries, African policy-makers must not only have the political will, but also allocate funding for the promotion of literacy and basic education. (Alidou, 2006).

The results of various educational assessments and examinations confirm this dismal picture. With the high numbers of school dropouts, poor school attendance and the general lack of a literate environment, the once literate learners risk losing even the initial literacy they had acquired. The fact that English is the medium of instruction from the first to the final grade in the Zambian education system is another thing that may be contributing to the low literacy acquisition by primary school learners. This is because English happens to be a second and in some cases a third language to most of the Zambian primary school learners (Simwinga, 2006). Alidou and Brock-Utne (2006), comments that the foreign medium of instruction that most African children are subjected to during their early years in school largely accounts for the high rates of class repetition and school drop-out experienced by primary and secondary education pupils in Africa. The children do not read for knowledge. The reading that is common is specific, short term and often examination focused. This has led to underdeveloped literacy abilities among children and youths. But even those that are able to read, progressively read less and less.

Further, the general lack of reading for knowledge disempowers a population because they rarely engage with the socioeconomic affairs in a sustainable and meaningful manner. A child who can barely read or write is a disadvantaged child; such a child is vulnerable and cannot maximise future learning opportunities. Children growing up with poor or no literacy abilities are more often likely to continue in poverty. They grow up into illiterate adults who are greatly disadvantaged and disempowered. Children who read widely excel at school and, generally, in life. They are pro-active in seeking solutions. It is in this content that UNESCO in 1990 proclaimed that whole year as the International Literacy Year (UNESCO, 1990). This proclamation by UNESCO led many of its member states including Zambia to form new National Literacy Campaign Committees. A number of researches have shown that when a population is ill informed, its participation in national development is ill fated. Knowledge is power; it spurs people to action (World Factbook, 2012). Other scholars such as Duffy et, al. (2009:4) also observed that:

Denial of literacy is not just a human rights violation but also a critical indicator of gender injustice. In today's globalised world, it is vital to have the ability to access and use information, critically engage with issues and institutions relevant to one's life and have the confidence and space in which to make one's voice to be heard. Literacy is increasingly accepted as 'invisible glue' to achieving many developmental goals, from securing livelihoods, empowerment of women, improved health and nutrition, increased productivity and poverty reduction, conscientisation of the poor and excluded, enhanced political participation and sensitization of environmental issues.

It could be argued that a literate nation is fertile ground for development to take place. Going by the statistics given by organizations such as the World Bank (2004), it can be noted that the literacy levels especially among the youth in Zambia can be improved to a level much

higher than they are at the moment. Radio and television are electronic devices that the youths like to listen to and watch respectively. Hence the need to consider carrying out an evaluation of the literacy programmes that private and public media houses in a bid to promote literacy among the youth. Since the youth form more than half of the Zambian population, it would be of great benefit if their literacy levels were improved. One avenue that can be used in such an endeavour is the media.

Educational Television was first started in Zambia in January–February, 1962, on an experimental basis. It was at this same time that public television was inaugurated in Kitwe to cater for the Copperbelt. This was by the Northern Rhodesia Television (NRTV). It was organized under the auspices of the federal Ministry of Education and the Northern Rhodesia Ministry of African Education (William, 1950). Many educational programmes have since then been aired for public consumption. Some of these educational programmes being aired by the public and the private media institutions are those that are aimed at promoting literacy among primary school learners. It is, however not clear how effective such literacy programmes are especially to the primary school learners.

Zambia National Broadcasting Corporation (ZNBC) and MUVI media institutions are among the several media houses that are currently operating in Zambia. They both include Lusaka district as part of their coverage area. ZNBC is a public institution while MUVI is a privately owned institution. The literacy programmes which ZNBC air with the aim of promoting literacy among primary school Learners include; Learning at Taonga Market, Funtime and Kids and Teens Avenue. MUVI station air Funtime, Teen Fusion, Zkids News and *Palukolo* as their programmes aimed at promoting literacy among primary school Learners in Lusaka district.

The majority of young people in Zambia fall under the school going ages of primary and secondary school levels. The research targeted primary school going children. The assumption is that the success or failure of literacy campaigns among secondary school and to some extent college and university youths is largely dependent upon the literacy foundation that was laid during the primary school period. The Ministry of Education, Science, Vocational Training and Early Education has provided for a special allocation of time for teaching reading and writing. The curriculum reforms have given priority to literacy and numeracy. Therefore, literacy has been delinked from language periods and given enough time for teaching. Five hours per week in Grades one to four and two and half hours per week in Grades five to seven (Sampa et. al, 2003). A number of researches conducted among primary school going children have revealed that sometimes, despite children having undergone some stipulated period of time in school, there are still many cases where a good number of them do not even breakthrough to literacy. Those who do, generally, read as William (1994) puts it, at a level below their grades. Most of these primary school pupils, especially in the urban areas, do listen to radio and watch TV. It is with this understanding that this research went on to evaluate the literacy programmes aired by ZNBC and MUVI stations aimed at promoting literacy among primary school learners.

1.2 Statement of the problem

The use of the electronic media in the promotion of literacy among primary school learners in Zambia has been in practice for sometime now. This is evident from the many literacy programmes which are aired by various media institutions; ZNBC and MUVI stations are examples of such institutions. However, it is not known how effective these literacy

programmes that are being aired by ZNBC and MUVI stations are in terms of promoting literacy among primary school learners in Lusaka district. Hence this study, of evaluating the literacy programmes aired by ZNBC and MUVI media institutions which are aimed at promoting literacy among primary school learners in Lusaka district.

1.3 Purpose of the study

The study aimed at evaluating the literacy programmes aired by ZNBC and MUVI stations in their quest to promote literacy among primary school learners.

1.4 Main research objective

The research sought to evaluate the programmes that public and private media institutions air with the aim of promoting literacy among primary school Learners.

1.5 Specific research objectives

The objectives of this study were to:

1.5.1 Evaluate the importance of literacy among primary school learners.

1.5.2 Establish the role media institutions play in promoting literacy.

1.5.3 Evaluate the programmes aired by ZNBC and MUVI which aim at promoting literacy among primary school learners.

1.5.4 Establish if literacy programmes aired by ZNBC and MUVI media houses were in line with primary school timetables/syllabuses.

1.5.5 Ascertain if ZNBC and MUVI air literacy programmes which were appropriate to pupils in primary schools.

1.5.6 Ascertain whether or not primary school pupils were aware of literacy programmes being aired by ZNBC and MUVI media houses.

1.5.7 Establish the medium of instructions used when airing literacy programmes.

1.5.8 Find out the number of hours that were allocated to programmes that were aimed at promoting literacy in primary schools.

1.6 Main research question

How effective are the literacy programmes aired by the public and private media institutions in promoting literacy among primary school learners?

1.7 Specific research questions

The study addressed the following questions:

1.7.1 What was the importance of literacy to primary school learners?

1.7.2 What role did the media play in promoting literacy?

1.7.3 What were the contents of the literacy programmes aired by ZNBC and MUVI stations?

1.7.4 What time did ZNBC and MUVI air literacy programmes on their schedules?

1.7.5 How appropriate was the time that ZNBC and MUVI air literacy programmes to pupils in primary schools?

1.7.6 How aware were the primary school learners of literacy programmes that were aired by ZNBC and MUVI?

1.7.7 In what medium of instruction did ZNBC and MUVI media stations air their literacy programmes?

1.7.8 How much airtime did ZNBC and MUVI stations allocate to programmes aimed at promoting literacy in primary schools?

1.8 Significance of the study

The study is significant in that it may help the Ministry of Education, Science, Vocational Training and Early Education (MESVTE) to work with media houses in order to come up with more programmes aimed at promoting literacy among primary school learners. The study may also help accord MESVTE an opportunity to suggest activities which need to be included in the literacy programmes offered by the media houses. It may also help MESVTE to recommend altering literacy programmes offered by the media which might not be in line with the Ministry's curriculum. The recommendations that have been put forward may also assist the media houses to produce and air literacy programmes which may address the specific needs of their intended audience.

1.9 Definitions of terms

This section of the research report gives definitions of some key words in this study. The definition given after each term was considered as a working definition as far as this study was concerned. This was in view of the fact that these terms may as well be accorded other meanings in other works depending on the topic under discussion.

1.9.1 **Literacy:** the ability to read with comprehension as well as write conventionally. The term also referred to a wide range of literacy behaviours such as the ability to spell, speak and listen.

1.9.2 **Media:** television and radio.

1.9.3 **Programme:** radio or TV broadcast characterised by some feature such as a presenter, purpose or a theme giving it coherence and continuity.

1.9.4 **Public media:** media institutions which are owned and run by the government.

1.9.5 **Private media:** media houses which are owned or run by private persons or organisations.

1.9.6 **Promotion of literacy:** taking the levels of literacy to an advanced or higher level.

1.9.7 **Literacy campaigns:** programmes aired on either radio or television stations aimed at promoting literacy.

1.9.8 **Literacy advocates:** persons who support programmes aimed at the promotion of literacy.

1.9.9 **Evaluate:** to calculate or judge the value or degree of something or an event.

1.9.10 **Role:** the duty of a person or group in a particular activity or area of life.

1.9.11 **Resource:** a useful possession of quality for a country, organisation or person.

1.9.12 **Effectiveness:** the act of producing a decided, decisive or desired result.

1.9.13 **Media literacy:** reading and writing programmes aired through radio and T.V.

1.10 Summary

The chapter gave an introduction to the whole research report. It highlighted the importance of literacy to a nation as well as the role that the media plays in the promotion of literacy among primary school going learners through the various literacy programmes. The chapter also stated among its components the research objectives and questions.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter highlights literature concerning the media and its role in promoting literacy among its audience through various literacy programmes. The chapter includes the conceptual framework, background of media education, relationship between the media and the audience, literacy and the media, literacy through radio and television in India, use of radio to support literacy in Ghana, media literacy in Zambia and a summary of the whole chapter.

2.1 Conceptual framework

In the quest to effectively and efficiently expound the topic at hand, the research used the constructivist learning theory, which states that learners do better in instances where they are given room to construct their own knowledge with just the right amount of scaffolding provided by a teacher, more knowledgeable peer or even radio and TV. This conceptual framework has been ably explained by Vygotsky (1978), in which he argues that learners' cognitive development in terms of literacy can be enhanced through exploiting what he called the 'Zone of proximal development' (ZPD). It is around this background that it can be argued that literacy programmes being offered by ZNBC and MUVI stations would be able to promote literacy in primary schools if such programmes are made in such a way that they target the ZPD areas of the intended audience.

The assumption being established here is that media houses involved in the promotion of literacy should target the ZPD areas of the intended audience, as failure to do so would lead to the production and airing of literacy programmes that may be too simple or too advanced for the level of the targeted group. Literacy programmes that are too simple may not need scaffolding as learners can manage to do them without any help from other people; in this case being radio and TV. With those which are too advanced, learners do not require scaffolding as they are not in a position to learn anything from them even if they were provided with any. Such an exercise would be tantamount to wastage of resources and time. As to whether the literacy programmes ZNBC and MUVI stations offer follow the ZPD principle, is what this study intended to find out.

2.2 Background of education through the media

The genesis of many electronic media, for example magnetic, photographs, tape recorder and microphones, can be traced to the mid-19th century by inventors such as Edison, Scott and Valdemar (William, 1950). These were the people who helped in inventing the technology of making the waves reach the end users in a form that they could be audible to the listeners. Television only became readily available to most parts of the world around 1949/1950 (Oldman, 1964). However, it was Schramm (1977) who pointed out that instructional media was basically the medium of communication used for teaching and learning. This did not mean the beginning of the media's role in fostering education programmes through its various forms. What Schramm did was to clearly spell out the various needs as well as challenges that media based educationalists should endeavour to address if they were to reach

as many people as possible with various educational programmes, literacy programmes inclusive.

2.3 Relationship between media and audience

“The Agenda setting theory” states that the media choose what should be on the public agenda. By doing this, the media, to some extent, influences the kind of things people discuss, and think or worry about. Some of the legislation passed by governments are powerfully shaped and directed by what the media choose to publicise (Larson, 1994). This entails that if the media gives more space and time to cover an item or issue, such an issue becomes a significant item on the audience’s agenda. On the other hand, the media can choose to trivialise an important issue and thereby influence the audience to see a once important issue as less important. Due to the strong relationship between media and the audience, the media thus stands as an important avenue for promoting literacy. This is because the media can, for example, first start by setting the literacy campaign as an agenda item to attract people's attention to issues regarding literacy. After setting the literacy agenda, the media can then design and air programmes aimed at literacy promotion. The time they choose to air the programme could suggest the importance they attach to the programme. An instance would be, whether the programme is aired during times when most people are awake or when almost everybody is sleeping?

The educational functions of radio and television literacy programmes are mainly those of supporting and supplementing the effort of the learners. It is because of this that media programmes for the audience should be arranged and presented as a teaching supplement.

This function, however, depends on how effective the media can reinforce literacy students towards listening to educational broadcasts presented to them (Banda, 1982).

There should be a sound relationship between the teacher in the classroom and the teacher behind the microphone in TV and radio media lessons respectively. Apart from the relationship between the literacy programme teachers and pupils, there must also be a direct link between the classroom teacher and the ones who conduct the literacy lessons through the media. This kind of arrangement is supported by Lewis (1961:15) when he states that, “the teacher before the camera must work closely with the teacher in the classroom and with resource and support personnel in the area of curriculum, instructional materials, testing and evaluation, graphics, and production.” One of the goals of this study was to find out if ZNBC and MUVI create such a situation with the pupils as well as with the classroom teachers.

Banda (1982) suggests that literacy programmes offered by the media are cardinal because they immediately overcome the barriers of space and time. For example, through the use of tape recorders, a literacy lesson presented only once can be reproduced and sent to various places in many tapes as an aid for teaching literacy. The study also wanted to find out what time ZNBC and MUVI TV air literacy programmes and if such timings were appropriate to the intended listeners.

2.4 Literacy and the media

The term ‘literacy’ has been defined in a number of ways by different scholars. The *Longman Dictionary of Contemporary English* defines literacy as a condition or state of being able to

read and write (Longman, 1987). This definition puts much emphasis on what can be referred to as the conventional way of looking at literacy. There are various ways of looking at literacy depending on what one wants to achieve. Freire (1970) defines literacy as liberation or freedom. Freire argues that being literate is being able to handle life's situations effectively. For example, a highly educated degree holder can at the same time be highly computer illiterate. William (1950) notes that the media in Zambia has been in operation since the early 1940's. Commenting on the role of the radio which happened to be the first form of educational electronic media in Zambia, William (1950) argued that as an instrument which has as its main object the fundamental education of people in an undeveloped area should have as its main functions, information, education and entertainment, in that order. However, in this twenty first century, the media in Zambia comes in almost all its various known forms with the newspapers, radio, cinema and television as the most common ones used in disseminating literacy articles and programmes. It should quickly be noted from the onset that there is no best medium per se, in terms of literacy campaigns especially amongst the youths, but that each medium has its own characteristics which make it potentially useful in particular circumstances. This study concentrated on finding out how literacy programmes aired through the electronic media is helping in the promotion of literacy among primary school going learners, who in Zambia form a large part of the youth population.

The media has been seen by scholars as a powerful avenue especially when it comes to matters dealing with the promotion of literacy amongst the communities. The power of the media in various spheres of life cannot be over emphasised. Lennin (in Matteleert, 2007:49) in acknowledging the power of the media in information delivery once commented, "our press

does not take the trouble, or hardly ever , to describe the best catering establishment or nurseries, in order, by daily insistence, to get some of them tuned into models of their kind....'. Lennin (in Mattelert, 2007) was emphasising the need for the use of the media in the political campaigns of his party. His argument was that the media has the power to transform an individual into the likes and aspirations of the informers. This state of affairs could be attributed to the threefold principle that governs media houses of informing, entertaining as well as educating the masses. It is in this similar manner that the media tries to promote literacy among their audiences, making sure that its literacy programmes' package has information, entertainment and, above all, education. We do not know how the private (MUVI) and public (ZNBC) media houses are doing in this respect, hence this research.

2.5 Literacy through radio in India

In India, the radio has been extensively used by the government to disseminate a number of developmental information to the general public. However, it was observed after a research that the potential of a non- visual medium of radio programming for imparting literacy instruction and training did not happen till the National Literacy Mission (NLM) conducted the Project in Radio Education in Adult Literacy (PREAL) in 1990. Instructional content of the radio lessons was prepared after a detailed linguistic analysis of the existing Improve Pace and Content of Learning (IPCL) primers and local materials. The core content of the radio programmes focused on the learning and teaching of literacy skills. The overall pedagogy for the production of the radio lesson was predetermined. It consisted of two parts: *sunoaurdekho* (listen and see), and *dekhoaurpadho* (recognise/decipher or read aloud). To enhance appeal and comprehension of the radio broadcast, radio lessons were tailored in cultural specificity of different regions by the way of music, drama and local idiom. The AIR

(All India Radio) had the choice of selecting the story, presentation style, language and the programme format; however, the hard core literacy content was common to all radio programmes (Patel, 2002). The programme was a success in India. This research undertook as one of its objectives the need to evaluate the literacy programmes aired by ZNBC and MUVI stations. Among the areas of consideration was to look at the literacy content that these programmes gave to the primary school learners as well as the language that was used during the various media programmes.

2.6 Literacy through television in India

In India before 1990, there were no systematic efforts which had been made to teach literacy through television. Experiments on how teaching and learning of literacy skills could be promoted through television shows were carried out in India. One such experimental show was called *Chauraha*; this was the first experimental project that used television for teaching literacy. The main focus of *Chauraha* was on imparting rudimentary literacy skills (writing) in Hindi. It was to link the content of television with literacy lessons used by the learner at the education centres. The study showed that learners who had their literacy lessons screened on television did better as compared to those from centres which did not have this facility. Among the challenges encountered during the initial stages of *Chauraha* were that; (i) the telecast time was not known to the viewers before it was actually shown, this reduced the viewership, (ii) the telecast was not adequately linked to on-going literacy teaching and learning in the education centres, (iii) inadequate infrastructure facilities and utility vehicles (iv) lack of training of personnel in using television broadcast for literacy teaching and learning and (v) lack of additional reading material for both the trainers and learners (Ghosh,

2000). This study sought among other things to find out if the literacy programmes being offered by ZNBC and MUVI stations were aired during hours of the day when the targeted recipients could easily be reached.

The current research examined some similar challenges as those that were encountered in the Indian case. This has been explained in the presentation and discussion of findings chapters that come later in this study. In a nutshell, *Chauraha* telecast highlighted the feasibility of using entertainment format for teaching literacy through television series. The project has at the same time highlighted limitations of television in imparting literacy skills when not collaborated with adequate field or in this case classroom support.

2.7 Use of Radio to Support Functional Literacy in Ghana

The use of radio to support literacy in Ghana was a case study that was carried out to examine the use of radio to support classroom teaching and learning in the Literacy and Functional Skills Project (LFSP), a project of the Non-Formal Education Division (NFED) of the Ministry of Education in Ghana (Siachiwena, et al.,2000). In Ghana, a west African country, the media has been used as a mode of promoting literacy. A study was undertaken in this country where they wanted to find out the results that the media, especially using the radio component, had achieved through its literacy programmes. The study revealed that by 1995, it was evident that the radio had not made the desired impact on the literacy programme. Conscious of the importance of radio in the dissemination of information, NFED decided to undertake another pilot project. This pilot, the Use of Radio to Support Functional Literacy, was started in December 1996 in the Volta and Northern Regions. According to the findings, NFED was given financial support from the World Bank to refurbish Ghana

Broadcasting Corporation's (GBC's) redundant rediffusion stations. By December 1996, the two stations were refurbished and an understanding was reached between GBC and NFED to jointly own, manage and operate the stations (Mensah, 2000). This gave NFED access to more air time. NFED's interest in the radio component was to investigate not only how radio could provide support for the teaching and learning of literacy, but, more importantly, how to remedy the pitfalls in the previous project. The project was done in order to find out what structures had to be in place if the radio was to play a more effective role in literacy work. According to NFED's Deputy Director of Radio, Ansre, (Laflin et al, 1998), NFED expected its radio programmes to provide; (i) information that would help change the lifestyle of learners, (ii) complementary support for themes taught in the Primer, give a forum for learners to discuss issues with each other, (iii) a medium through which learners could practice their literacy skills and (iv) disseminate news and information for learners and the general public. The current study was undertaken due to the understanding that the media if well utilized could greatly help in promoting literacy skills among its audience. This study was to a large extent doing a similar investigation to that which NFED undertook in Ghana, but in this circumstance, being done for the Zambian situation by trying to evaluate the effectiveness of the literacy programmes aired by media houses aimed at promoting literacy among primary school learners.

2.8 Literacy programmes using the media in Zambia

The early literacy advocates in Zambia realised the need to seriously use the media in the early years of their campaigns. One of the reasons that they put forward was that Zambians, just like many other African people, had from time immemorial been passing on their

knowledge and culture through folklore and evening time stories. These methods of transferring knowledge as well as culture from one generation to another were oral; this meant that only the speaking and listening skills were being actively used. William (1950) puts the argument clear when he says that the history of promoting educational instruction in Zambia started by putting more emphasis on listening to education radio programmes as it was easier to reach many people who otherwise might not have had the opportunity to attend a formally organised learning set up due to various constraints.

The other point William (1950) puts across is the fact that the media programmes were done in the African way to enhance efficiency. Raisbeck (1965) highlights the need to at all times remember that the media deals with information source (who is talking?), what the message is all about (what is he saying?) as well as the communication system called the transmitter. This assertion brings to the fore the importance of designing literacy programmes that can best benefit the intended audience through the available communication channel. The radio/TV talk programmes, documentaries, discussions, scripted dialogue, outside broadcast and drama are among the various forms of media programmes which are usually utilised in teaching literacy to learners.

By 1964, Sutcliffe (1969) observed that there were already some complaints from the members of the public in Zambia that though the learners enjoyed learning through TV programmes, most of these programmes were from overseas, and therefore, were not always relevant to the curriculum and the children's needs. For example, the vocabulary level and pace of delivery made it very difficult to make the most of them.

According to Timmers (1990), education media programmes aim at two important things which are: to deliver the message and to provide a human touch that all learners need. He therefore, says that the medium to learners is not only the message but also has to be the “massage” as well. A combination of these two aspects of the medium would help it play its central role of being a two way communication system between the teacher and the learners. It should be noted here that scholars like Timmers and many others are for the idea that there should be some form of feedback from both the facilitators as well as from the participants. This still goes back to the type of medium that a particular programmer decides to use at a given period of time.

The review of this related literature suggests that for an effective and efficient media instructional programme to be envisaged there is need to form a partnership between all those concerned with its success. In this case they include the government ministries concerned with information and broadcasting services, education, youth/sport and child development as well as the ministry of community development and social services. The others to be included would be educationalists and technical experts, organizations for public and private services, international bodies, but above all, the staff of ZNBC and MUVI media institutions and the teachers/learners from selected primary schools in Lusaka district. It was the hope of this study that the practical suggestions that have been put forward may help in achieving the partnerships among the various stakeholders in the promotion of literacy among primary school going learners.

2.9 Interactive Radio Instruction (IRI) Programmes in Zambia

Research has shown that IRIP in Zambia originated as Zambia's out-of-school orphan population soared to 800,000 in 2000. The United States Agency for International Development (USAID) supported the creation of the *Taonga Market* Interactive Radio Instruction (IRI) programme to help the Ministry of Education in Zambia provide those orphans and other vulnerable children with a quality education using IRI. The project began by establishing 20 radio learning centers that later grew to 1,000 centers staffed by community volunteers to provide education to out-of-school children and to offer psychosocial support for orphans and vulnerable children (OVCs) and their caregivers (EDC, 2007).

When the government realized *Taonga Market's* success with out-of-school children, it allowed the Ministry of Education to adopt the programme in government schools as well (EDC, 2007). At the time when the government of Zambia got involved in the delivery of *Learning at Taonga Market*, the programme started to benefit more children than they previously had been doing. One renowned linguist once argued that in order to attain high literacy levels in most African countries, African policy-makers (governments) must not only have the political will, but also allocate funding for the promotion of literacy and basic education (Alidou, 2006). Therefore, the involvement of the Zambian government in funding *Learning at Taonga Market* was a good move in promoting literacy using the media. The programme also works to increase the capacity of communities and local Non-Governmental Organisations' (NGOs') support to education, the retention of volunteer teachers and to sensitize communities on issues of HIV/ AIDS, orphans and vulnerable

children(Web:idd.edc.org& edc.org).The research observed that ZNBC usually air a number of literacy lessons in the name of IRIP.

2.10 Summary

This chapter reviewed some related studies both from Zambia and from outside Zambia. It has established that literacy programmes offered by the media when combined with relevant classroom support could have a huge impact on the quest to promote literacy among primary school learners. The study has shown that lack of collaboration between media houses and education institutions in terms of literacy contents, timings, equipment and qualification of staff to conduct these campaigns have often led to most TV and radio literacy programmes being ineffective.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research methods used in this study. The chapter also explains the following: research design, target population, sample size, sampling procedure, research instruments, data collection and data analysis. The chapter attempts to give a description of the methods that were applied in carrying out the research. The selection of the methods used in this study was purposely done, in order to facilitate in achieving the aims and objectives of the current research. The chapter according to its specific components is as follows:

3.1 Research design

The research used a qualitative design. This is because the study was aimed at collecting information from various respondents through observations and face to face interviews. Pope and Mays (1996) acknowledged this point when they stated that qualitative research is an interpretative and subjective exercise, and the researcher is intimately involved in the process. In this study, the researcher relied mainly on the data as it was gathered by way of a case study. The case study helped to explain in simpler and clearer terms how effective literacy programmes offered by the media are in promoting literacy among primary school learners. This was because a case study as has been suggested by some scholars, enables readers to understand how ideas and abstract principles can fit together (Nisbet and Watt, 1984). This is similar to what this research laboured to achieve.

3.2 Research site

The research was carried out in Lusaka district of Lusaka Province of Zambia using MUVI and ZNBC media houses as cases of study. It also included four primary schools found within Lusaka District.

3.3 Population

The population of this study consisted of media institution personnel and teachers as well as pupils from sampled primary schools within Lusaka district. A population could be said to be a group of individuals, objects or items from which samples are taken for measurement. Capturing the variability in population allows for more reliability of the study (Kombo and Tromp, 2006).

3.4 Sample and Sampling procedures

Purposive sampling was used in selecting respondents or participants. Directors and producers of educational programmes from ZNBC and MUVI stations were selected to participate as they are the ones who have the vital information regarding literacy programmes being aired by their respective stations. In primary schools, it was the school managers, teachers of literacy and pupils from selected grade four and seven classes who were involved in the research. The sample size was arrived at after adding the number of participants from the Lusaka district primary schools namely Kalingalinga, Jacaranda, Woodlands A and Chibolya as well as two directors of programming. Kalingalinga and Chibolya are schools in high density areas while Jacaranda and Woodlands A are schools located in low density areas. The sample size came to 94 from both sexes, two being directors of programming at ZNBC

and MUVI stations respectively, four being head teachers from the four sampled primary schools as well as eight teachers, two from each sampled school, and last but not the least, 20 grades four and seven pupils from each sampled school. Grades seven and four pupils from the selected schools were used under the assumption that these two grades being final grades at the upper and lower sections respectively were in a better position to represent a general view of primary school learners regarding the media and literacy promotion.

3.5 Research methods

The methods which were used in this research included focus group discussions. A focus discussion group is a special type of group in terms of its purpose, size, composition and procedures. Focus groups usually should be composed of homogeneous members of the target population, for instance, similar in age, level of education, gender or profession (Kombo and Tromp, 2006). Eight Focus Discussion groups (FDGs) were conducted from the four schools that were sampled. Each FGD comprised of ten primary school learners according to their respective grades, that is to say, there was one FGD for grade four and one for grade seven at each of the sampled schools. Interview schedules were used on most of the respondents. Four school managers, one from each sampled school were interviewed at their own appointed periods and from the comfort of their offices. Selected grade seven pupils from the sampled primary schools were also interviewed together with a grade seven class teacher from each of these schools. Document analysis (for example, school timetables and syllabuses, programme schedules) also helped in carrying out this research.

3.6 Data collection procedure

This research used qualitative methods of data collection. The methods used included in-depth interviews, focus group discussions, Observations as well as document analysis.

In order to come up with valid and reliable findings, the researcher utilized the principle of triangulation, which means collecting and confirming data using a combination of methods. The use of triangulation, as Kombo & Tromp (2006) put it, helped overcome the inbuilt bias that normally comes from the single data sources.

The research had focus group discussions with pupils and teachers of literacy at each school to establish their knowledge of any literacy programmes offered by MUVI and ZNBC for primary school learners. The focus group discussions also discussed timings of such literacy programmes visa-a-visa the school learning time table.

In-depth interviews were used as a way of seeking clarifications on the general as well as specific objectives that the media houses uses when airing literacy programmes. At the same time, these interviews were to find out the primary school managers' as well as media institution managers' feelings and opinions regarding media literacy campaigns. Field notes were of great importance during this research, not only as variable tools for storing data to be used for future reference but also as tools for making sure that the research was at all times in line with its purpose and objectives.

3.6.1 Interviews

The interview schedule is one of the research instruments the researcher used for obtaining the primary data for this study. The researcher used this instrument to gather data on the

informant's opinions, beliefs and feelings about the effectiveness of the literacy programmes offered by the media which are aimed at promoting literacy among primary school pupils in sampled schools of Lusaka district.

The key informants were the Directors of programming from ZNBC and MUVI media stations from Lusaka. The other informants included four head teachers, two grade four and two grade seven class teachers and 40 grade seven pupils from the four sampled schools in Lusaka district. All the informants were interviewed by the researcher on agreed dates. The Directors and the Head teachers were interviewed in their respective offices while the four teachers were interviewed in their respective classrooms. The instrument was chosen because it provided information that could not be obtained through the standard test. Grade four learners could not be interviewed because of their age; however, their views were ably captured through the focus group discussions. The researcher used semi-structured open ended interview schedules to amplify what was tested. During the interviews, probing was used as a technique to elicit the views of respondents. The purpose for using semi-structured or informant interview schedule was to bring out key questions for the various respondents to the study. It also allowed the interviewer and the interviewee to have some natural conversation regarding various media programmes aimed at promoting literacy among primary school learners from the four sampled schools of Lusaka district. The various respondents were of great benefit in informing the study as they are key stakeholders in the promotion of literacy among primary school learners.

The researcher used notes as the means of recording interviews. This was found to be the most convenient to both the researcher and the informants.

3.6.2 Classroom Observations

As noted earlier, the methods of collecting data were through interviews and from group discussions, although observations were also conducted by the researcher. The main areas of interest on the checklist were the language used, oral reading and pupil participation in class. The researcher had a discussion with the class teachers at the end of the lesson. The purpose for conducting the observations was to verify the information given by the key informants. The researcher observed eight lessons, two from each of the sampled schools. One lesson observation was from a lower grade, while the other one was from the upper primary section.

3.6.3 Focus Group Discussions

Eight groups were formed to help with data collection among the learners from the four sampled schools. Two focus discussion groups were formed per school, that is, one comprising of learners from the lower primary section and another one comprising of learners from the upper primary section. Wimmer and Dominic (1987:151) state,

Focus groups or group interviewing is a research strategy for understanding audience/consumer attitudes and behaviour. From 6 to 12 people are interviewed simultaneously with the moderator leading the respondents in a relatively free discussion about the focal topic.

3.7 Data analysis

Since the research was qualitative in approach, data analysis started during the data collection exercise by arranging the field notes according to the salient themes in relation to the research objectives. The description and interpretation of the emerging themes was done in

the contexts in which they occurred. This process has been supported by Lacey and Luff (2009), where they state that analysis of qualitative data usually goes through the stages of identification of themes, development of provisional categories, exploration of relationship between categories as well as refinement of themes and categories. Responses from respondents would be quoted in order to reveal respondents attitudes and values as given by them. A final report has been compiled at the end to give the findings and recommendations of the research.

3.8 Limitations

The major limitation to this study was that the findings could not be generalized because the study was done in one particular area of the country, that is, Lusaka District in Lusaka province of Zambia. This entails that the study was subjected to a small sample of Zambia's total population.

3.9 Ethical issues

This study dealt with the media as well as institutions of learning. The media has been referred to by some political analysts as the “fourth arm of government.” This is just to show how important the media is in any given country. Schools are public institutions that houses pupils, these pupils are sometimes referred to as “government trophies” just to emphasize the protective role that governments attach to learners.

With the above facts in mind, the researcher ensured that consent from all relevant offices such as the District Education Board Secretary (DEBS) found in the research site was sort before embarking on the research programme. Participants were told the results of the

research a move supported by (Kombo and Tromp, 2006). All participants were informed that information which would be to their disadvantage was not going to be disclosed. Further, it was made clear to participants that only the information they gave without their names attached to it would be included in the final report.

3.10 Summary

This chapter discussed the methodology that was used to collect data for the study. Data was collected using qualitative methods as the research was a qualitative study. The study included 94 responds from the sampled media stations as well as from the sampled primary schools. The researcher used the simple random sampling procedure to select the eight classes from the four schools. The data that informed this study was collected basically using interview schedules, classroom observations and focus group discussions.

The next chapter shall present the research findings.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.0 Introduction

The previous chapter has outlined the methodology that was used in the process of collecting data that constitutes this chapter. The current chapter is a presentation of the research findings on an evaluation of the literacy programmes offered by the media for primary school going learners in Lusaka District. This chapter is categorized in the following order: The first part is an outline of the importance of literacy to primary school going learners. The second presents the general mandate of media houses. The third chapter presents data obtained through interviews from MUVI and ZNBC directors of programming, which is followed by findings noted from a number of interviews and focus group discussions with grade 4 and 7 class teachers and their learners respectively. Last but not the least, the chapter presents findings from head teachers of the sampled schools before putting down a summary to the chapter. It is important to note here that, the findings were based on the questions of the research/study.

4.1 The importance of literacy among primary school going learners

The research found out that a number of studies that have been carried out with regard to reasons that some adults gave as being factors that motivated them to join literacy lessons, could be points that might help answer the question as to why literacy is important to primary school going learners. The research found out that people participated in literacy activities for various reasons. Some of these reasons are symbolic, instrumental, economic

and for entering formal education (Oxenham, 1980). It was also found out that literacy helps persons to grow up as people who will be equal to various challenges that life would pose ahead of them. This assertion has been further elaborated in the discussion of findings.

4.2 The role of media houses to the general public

The studies from various literature as well as data collected through face to face interviews with directors at sampled media houses revealed that media houses had a threefold role to the general public. The research found out that the media had the role of educating, informing and entertaining the general public. Director A explained this point when he said, “our role as a public media institution is to inform, educate and entertain the public.”

4.3 Findings on literacy programmes aired by ZNBC and MUVI stations

The information regarding each one of the literacy programmes that are aired out by ZNBC and MUVI stations was got through face to face interviews with directors of programming from these respective media houses. A number of programmes were mentioned by these directors as being literacy programmes aimed at promoting literacy among primary school learners. In answering the question whether his station did produce and air literacy programmes for the general public, Director A was quick to note that indeed his station did produce and air literacy programmes for the general public. However, when asked to give brief details about such programmes, he said that he had realized to say actually what his company was more into, as far as literacy programmes were concerned, was merely to air programmes that the company did not produce. The following are some of the programmes

that the respective media houses personnel singled out as having components in them, which are aimed at promoting literacy among primary school going learners:

4.3.1 Learning at Taonga Market

The finding revealed that *Learning at Taonga Market* was one of the widely listened to educational programme aired by ZNBC media station. The research further revealed that when the programme was first introduced by the station, it was primarily aimed at out of school orphaned and vulnerable children. It was after the government had seen that it was a fruitful exercise that they refashioned it to also cater for pupils who were learning in normal government schools. The director noted that the company's most run educational programme; *Learning at Taonga market* was actually not produced by his company, but that it was produced by the Education Broadcasting Services who in fact buy airtime from the media station for their educational series which include literacy lessons for primary school learners to be put on air. Director A explained that the literacy programmes aired under the *Learning at Taonga Market* series were radio programmes. These programmes include reading and writing activities designed for each particular grade for the primary school section. In their initial stage, *Learning at Taonga Market* programmes were allowed five hours in a day from Monday to Friday. He explained that though *Learning at Taonga Market* involved many educational subjects, literacy and numeracy were generally given more airtime than the others.

4.3.2 Funtime

Findings of this study have revealed that *Funtime* is a television programme aired by both ZNBC and MUVI stations. It is a programme that basically brings out stories in English and various games which are targeted at children of primary school going age. At ZNBC the programme is aired from 16:30pm to 17:30pm every Monday of the each week.

4.3.3 Teen Fusion

The findings have shown that this programme is produced and aired by MUVI station. It gives an opportunity to young people, mostly of primary school going age to air their views on matters that affect them. It is composed of different aspects which also includes promotion of literacy among primary school going learners. The programme is aired on Saturday of each week from 10:00pm to 12:00pm.

4.3.4 Kids and Teens Avenue

It was found out by this research that Kids and Teens Avenue was another programme that was produced and aired by ZNBC. The main objective of this programme is to give young people a platform to show case what they are capable of doing. Young people of mostly primary school going age are engaged during this programme in activities that include reading and writing. The programme comes on air every Saturday at 17:00pm to 18:00pm.

4.3.5 Zkids News

This is a MUVI produced and run programme. The finding was that it exposes young people to the art of public speaking as well as reading. The Zkids News team goes round in

the field to gather information on activities done by young people, in the programme there are various components which include aspects of encouraging primary school going learners to learn how to read and write. The news is gathered, written and cast by children of primary school going ages. This programme comes everyday of the week, from 16:45pm to 17:00pm.

4.3.6 Palukolo

Palukolo is a programme produced and aired by MUVI station. It is a television programme which has a teacher who guides and gives instructions to her visual learners on various components of language. It is usually done in the manner which traditional folktales are given to young people by their grand parents or any other older member of their communities. The teacher in front of the camera will give a story or any scenario to her viewers and derive some vocabulary from that event which she uses as learning points for the day. This programme is produced and aired in *Chinyanja* which is also the regional official local language for Lusaka district. This programme is aired every Tuesday from 17:00pm to 17:15pm.

4.4 Timings of the literacy programmes aired by ZNBC and MUVI media stations.

This component considers the actual time when ZNBC and MUVI stations air programmes aimed at promoting literacy among primary school going learners. The general finding was that most of the literacy programmes offered by both ZNBC and MUVI stations came during the time of the day when learners had already knocked off from school.

Programmes such as *Zkids news*, *Fun time* and *Palukolo* which are aired during working days normally come after 16:30pm, a period of time usually regarded as knocking off time for most primary schools. The other finding was that programmes such as *Teen Fusion* and *Kids and teens Avenue* are aired on Saturdays which happens to be a non-working day for primary schools.

Learning at Taonga Market seems to be the only programme that had timings which could be seen as being able to match with primary school time tables. This is because *Learning at Taonga Market* programmes usually come every work day for five hours each day, with 3hours in the morning and 2hours in the afternoon. This is in line with most primary school timetables.

4.5 Findings regarding awareness among primary school learners, teachers and school managers on literacy programmes offered by the media

This awareness was assessed from among the primary school learners themselves and people involved in teaching literacy together with the School managers of the sampled primary schools of Lusaka district. Upon conducting some face to face interviews with class teachers of selected classes from the sampled schools as well as from their school managers, a lot of responses were recorded. Information from the learners was also solicited through face to face interviews and some focus group discussions. The main question under investigation was to find out whether the literacy programmes being aired by ZNBC and MUVI stations were actually known by both the primary school pupils and those in

charge of teaching literacy to the primary school learners who in this case are the teachers and their supervisors who are referred to as school managers.

One class teacher talked to had this to say:

I am very much aware of the literacy lessons that are being aired by both ZNBC and MUVI stations. I am at the same time aware of the fact that primary school learners; are people who generally enjoy listening as well as watching radio and television respectively, which therefore, makes these two modes of communication good avenues for promoting literacy among such types of learners. However, as a class teacher involved in teaching these learners, I find it very difficult to deliver any literacy lessons to my classes using either radios or television because my school only has two old radios and one TV set. The two radios are by far not sufficient to cater for the over forty classes that we have at this school. For the TV set, I am not sure if it can be used for any literacy lessons by class teachers because it is normally used by the head teacher in his office.

However, some of the class teachers talked to, showed ignorance about the other literacy programmes offered by ZNBC and MUVI media stations, apart from *Learning at Taonga Market* which all the teachers that were interviewed said they were very much aware of.

A total of eight Focus Group Discussions were used in this research. For the sake of this study, these eight groups have been referred to as; groups 1,2,3,4,5,6,7 and 8 respectively.

Findings on how aware the learners were with regards to literacy programmes aired by ZNBC and MUVI were arrived at using the questions that the researcher had already designed before he could meet any of the discussion groups. It was generally noted from all the focus group discussions that primary school learners spent some considerable amount of time each day either listening to radio or watching TV. It was also found out that these learners were interested in media education programmes as evident from their vast knowledge of media educational programmes being aired by ZNBC and MUVI stations. In one of the focus groups, a learner narrated how she was benefiting from the handwriting programme that she used to follow sometime back, but unfortunately it was no longer being aired by the media house which used to air it.

However, it was found out that most learners talked to bemoaned lack of support from their teachers when it comes to learning using the media. Learners said that much as they would want to benefit from the literacy programmes offered by the media, they were hindered to do so due to non- availability of the necessary equipment for use during literacy lessons. In a nutshell, it was found out that the majority of primary school learners talked to were aware of the literacy programmes being aired by ZNBC and MUVI stations and that they usually spend time following such programmes whenever they could find time. Among the notable literacy programmes which the primary school learners cited were; *Learning at Taonga Market*, *Palukolo*, *Zkids news*, *Teen Fusion*, *Kids and Teens Avenue* as well as *Funtime*.

The four school managers that were interviewed all responded that they were aware of the *Learning at Taonga Market Literacy programmes*. However, just like some teachers talked to showed ignorance on most of the other literacy programmes that are mainly aired

through television broadcasting, three out of the four school managers who were interviewed said they did not know of any other programme apart from *Learning at Taonga Market* which was aimed at promoting literacy among primary school learners.

4.6 Medium of instruction for the literacy programmes offered by the media

Medium of instruction in this study has been taken to mean the language in which the literacy programmes are being aired. Taking into account the fact that literacy in primary schools is being offered in English as well as in the Regional local language of the respective areas, it was of great importance to find out the language which was used by the media houses to air literacy programmes for primary school going learners. It was found out that from the six literacy programmes that currently were in place; only one of these is currently being aired in a Zambian local Language which is “Chinyanja.” This programme is called *Palukolo* from MUVI station. The rest of the literacy programmes are being aired in English, thereby, promoting Literacy more in the English language than in any of the seven regional local languages.

4.7 The amount of airtime allotted to literacy programmes offered by the media

The rule regarding media broadcasting is that for each programme to be aired, it must be given time in which it should both start and end. In most cases it depends on the amount of money the sponsors of the particular programme are willing to pay to the managers of the respective media station. The finding was that apart from *Learning at Taonga Market*, most

of the other literacy programmes were only allotted less than 20 minutes each day of the week, with some programmes such as *Palukolo* being given only 15 minutes for the whole week. The finding was that Learning at Taonga Market Programmes used to be given at least 5 hours every day in exclusion of Saturdays and Sundays. This amount of time given to this programme according to ZNBC director had to be reduced due to overwhelming public request. It was found out that a number of business houses as well as individuals at large complained that *Learning at Taonga Market Programmes* were taking too much space at the expense of other programmes which they felt were equally of great importance to the general public.

4.8 Challenges faced by media institutions regarding literacy lessons' programming

A number of challenges were raised by the media institutions regarding the promotion of literacy among primary school going learners through the media. One of the directors of programming who for the sake of this study has been referred to as director A, when asked whether his media station did have any meetings with teachers of literacy lessons in primary schools or any relevant educational personnel to review or discuss anything that could be of help in making literacy lessons for primary school going learners be more relevant and appropriate than they currently were, his reply was that no such meetings are held or had been held to the best of his knowledge.

Director A explained that there was basically no coordination between his station and the Ministry of Education, Science, Vocational Training and Early Education on whether the

literacy programmes being aired by the media house did really benefit the intended group, which in this research are the primary school learners. He argued that it would greatly benefit both the media house and the learners if a rapport between the media station and the ministry in charge of primary school education was enhanced. The director further explained that his media station was working towards establishing a special unit within its structures which would be assigned with the sole responsibility of producing and airing of educational programmes to the general public.

Director A, as part of his concluding remarks on the challenges they encounter in promoting literacy among primary school learners as a media house, had the following to say:

To be honest, I would like to say that as a media institution we are trying our best to see to it that we fulfil our duty to the general public, though we are faced with a number of challenges such as inadequate funding, lack of qualified staff and lack of modern equipment among others. I should further state that from the three major roles of our media station to the general public which are to; educate, inform as well as entertain, we have done extremely little in the area of education as compared to either the area of informing or entertaining. I should therefore, state that this study has acted as a wake-up call on our need to emphasise on our role of fostering education, and especially literacy among our viewers and listeners with a particular

attention to children of school going age as they are in fact the majority among our audience.

The other director of programming, who for the sake of this study has been referred to as director B also had a number of concerns that she put forward as the institution's major challenges in their quest to promote literacy among primary school learners. The director informed the researcher that the station did not have a deliberate policy on how it could get feedback on the literacy programmes that they offered to the general public. This situation as the director put it arose from the fact that the station was not in any arrangement with the Ministry of Education, Science, Vocational Training and Early Education which looks specifically into the promotion of literacy among primary school learners. Director B explained that most of the literacy programmes that the station air were produced by other people, so the station just bought them from different sources. She also mentioned that sometimes before an educational programme was finally put on air, the station took it out to be tried on the intended views so that they can assess whether it was going to actually appeal to that specific audience when it would finally be allotted time on the station's schedule. The director said this helped them to determine the relevance of, for example a literacy programme before it can officially be aired. This became a challenge as the station in most cases lacked manpower and other logistics such as transport and projectors to carry out these exercises to many schools or other areas where they could have bigger audiences with primary school learners and indeed other stakeholders such as the teachers and parents.

Director B stressed the fact that she was aware that her station was widely viewed by a lot of primary school going children especially from around Lusaka district, this she said was evident from the number of primary school learners who usually took part during the phone in programmes as well as those who physically showed up whenever the station invites young people to live teen recordings at the station. She however said that the station could not do as much as they would actually want to in terms of producing and/ airing programmes aimed at promoting literacy, because such programmes from their experience, usually do not have sponsors who would be willing to pay for them. To quote her words concerning this challenge:

I am very much aware that as a TV station we can do very well especially in terms of promoting literacy among primary school going learners, but what I can just say is that for us to continue running this TV station, we need money to pay for a lot of things, for example; workers, electricity and water bills and fuel for our machines and utility vehicles. All these activities need money, and the most dependable source of income is money that we charge people or companies for advertising through sponsoring particular programmes. It is at this stage of who should sponsor which programme that most well meaning literacy programmes especially for primary school learners fall out due to lack of sponsors.

4.9 Challenges faced by educationists regarding Literacy programmes offered by the media

The educationists who informed this study with regards to the challenges that make literacy programmes offered by the media not benefit the primary school learners as well as they might be intended to be, were school managers and literacy teachers of primary schools sampled from Lusaka District. Challenges ranged from those that have to do with lack of logistics within the schools themselves to the modes of programming by the respective media houses.

One class teacher when asked about the challenges that she encountered in administering literacy lessons which are aired by the media to her class, answered as follows:

I joined government as a teacher some eight years ago, during my second year in employment; our school was privileged to receive about five radios which used to be recharged manually by means of turning a lever on it round and round for some time. The first challenge I encountered was the trouble of that manual exercise every time I wanted to administer a literacy lesson using media programmes or indeed any other media educational programme. The second challenge I encountered was how to make the literacy lesson effective while using one single radio for a class of about 50 learners. Therefore, my submission is that for literacy lessons offered by the media to be effective, there is need to first reduce the number of learners in our primary school classes from the current situation

where though the official number per class stands at 45, most of our classes at times go beyond this number, to for instance 35 for upper primary and 30 for lower primary. And also ensure that each class at least has 3 radio sets of their own.

The other challenge that was raised by most teachers was the issue of the language in which most literacy lessons were being aired by in ZNBC and MUVI stations. It was found out that apart from the literacy programme called *Palukolo*, all the other programmes aimed at promoting literacy among primary school learners were being aired in English Language. All the teachers who were interviewed attested to the fact that literacy lessons for primary school learners are offered both in the English language and in *Chinyanja* which is one of the seven major regional languages in Zambia. Arising from this revelation, one teacher further expressed the following concern:

Literacy lessons as I have already said are aired mostly in English only by both ZNBC and MUVI stations. This puts me at a disadvantage as I am not very good at Chinyanja, because if these literacy programmes were aired out in both English language and the local language which in our case is “Chinyanja”, it would have been of great help not only to me but to other teachers who might as well not be affluent in Chinyanja. Still on this point, I strongly feel that “initial literacy” which in my opinion should be viewed as the literacy being learnt from the first to the fourth primary school grades is supposed to be taught in the learners familiar language, which in the case of Zambia should be one of the Seven major local

languages with of course some exceptions that might be justified by research. This would help to create a solid foundation for learning literacy in other languages apart from the learner's first language. Therefore, the practice of broadcasting literacy lessons mostly in the English language alone by the media stations in question, should, in my opinion be revisited by the corporation owners to also include a lot of literacy lessons in our Zambian indigenous languages.

Most other teachers talked to, complained of poor timings between the time literacy lessons are aired and their class timetables' allocation for literacy lessons. They also talked about the need to train more young teachers on how to go about administering literacy lessons offered by the media, the practice they said used to happen some years back but was no longer effective. The argument was that most of the teachers who had undergone some refresher courses on how to facilitate during a media lesson were either retired or were at the verge of retirement, putting the whole quest of promoting literacy through the media at great risk. The teachers argued that if these trainings were again resumed, it could be easy for the media lessons' producers and the end users of such programmes who are in this case the class teachers, to have discussions as well as recommendations on how best literacy programmes offered by the media should be carried out to the ultimate benefit of the primary school learners.

One complaint that kept on being mentioned by most class teachers was the issue of the rate at which most lessons offered by the media were conducted, their argument was that on many occasions the literacy lesson was two grades ahead of the actual learner they

intend to assist with regards to the language being used and the speed at which the lesson moved. Due to this state of affairs, mainly it was only the learners from the upper primary who stood to derive some benefit from literacy lessons that were administered through the media, as these, by this stage normally had more vocabulary and were able to pay attention to something for a much longer period than those in lower grades.

4.10 Findings from lesson observations

The finding of the research was that a very small number of teachers make use of the various literacy programmes which are offered by ZNBC or MUVI media stations, either as teaching supplements or reference materials during their literacy lessons. No teacher of all the 8 lessons that were observed was willing to try out teaching literacy with the aid of the media nor did any one of them attest to the fact that they had ever done that from the time they began teaching their present grades. Some teachers also pointed the need to foster effective and appropriate literacy lessons by the use of electronic devices such as radio and television for primary school learners with the need for them to be computer literate as well, since both literacy lessons offered by the media and computer literacy activities rely on the use of modern technological equipment if the best benefit is to be derived from each one of them. This was specifically pointed out by one of the class teachers after teaching a grade four class under observation.

4.11 Summary

This chapter has presented the research findings as they were obtained in raw data from the field. The findings were presented according to the research questions and it was evident

from the data given that the responses obtained were a reflection of what was prevailing on the ground. The chapter has presented the position with regard to how ZNBC and MUVI media stations fared in promotion of literacy skills among the primary school learners within Lusaka district. A number of participants were included as shown in the methodology component in trying to achieve its intended objectives. The findings showed that ZNBC and MUVI stations air programmes aimed at promoting literacy among primary school learners. It was also found out that from the six literacy programmes that ZNBC and MUVI media stations air, namely; funtime, Zkids News, Kids and Teens Avenue, Teen fusion, Palukolo and Learning at Taonga Market were all television broadcasts with only the exception of Learning at Taonga Market which happened to be a radio programme. The other findings included lack of collaboration between media houses and the institutions of education on important issues such as contents of the literacy programmes being aired as well as the time of airing such programmes.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter discusses the findings regarding an evaluation of the media programmes aimed at promoting literacy among primary school going learners. These findings were sourced using ZNBC and MUVI media stations as cases of study. The chapter relates the findings of the study to the existing literature, literacy theories and practice. It discusses these findings thematically in relation to the questions of the study.

5.1 Importance of literacy to primary school going learners

The researcher took time to find out how various people who were involved in the study valued literacy when it comes to young people, and especially those in primary school grades. All the respondents affirmed the fact that future developments of any nation depended on having a literate stock of young people who would be able to spearhead such projects when they grew up and finally took over the responsibility of managing the affairs of their countries. This is in line with what (UNESCO, 1990) was advocating for when it often time made calls to their member states to strive at making their countries illiteracy free. The point being advanced here is that from the research findings, it has been noted that not much is being done to promote literacy skills among young people. An example to support this conclusion could be got from the words of one of the directors of

programming who in one interview complained that in as much as her media station wanted to produce and air many literacy programmes aimed at promoting literacy skills among primary school learners, there were usually no people or companies who would be willing to sponsor such programmes. In short, what this entails is that many people have not come to accept the fact that giving a solid literacy skills background to young people would by and large be the basis of future development.

5.2 The role of media houses to the general public

This research found out that media houses whether private or public had a role to inform, educate and entertain the general public. This was confirmed both through various pieces of literature as well as during face to face interviews with media houses personnel. It was alluded to by the two directors of programming who were the main respondents in this study that their institutions were not doing well when it comes to their education mandate to the general public. It was however, taken note that ZNBC and MUVI aired a number of educative programmes, but the research wanted to find out which of those programmes really could qualify as literacy instructional educational programmes. It was noted as has been shown from the findings that though the two media houses claimed to be airing a number of literacy programmes aimed at primary school going learners, most of those programmes in fact, fell short of achieving that role.

5.3 Literacy programmes aired by ZNBC and MUVI media stations

The findings have shown that most of the programmes that media houses call literacy campaigns targeted at primary school learners had in essence very little bearing in terms of

promoting literacy especially in terms of reading and writing among the primary school learners. Apart from the fact that most of them lacked the right content needed for the promotion of literacy among the primary school learners, the modes of delivery were also in many instances not appropriate to the tasks. For instance, the programmes such as Funtime, Teen fusion, Kids and Teen Avenue and Zkids news showed no clear relationship to the primary school literacy curriculum. This makes their content have little to do with promoting literacy among primary school learners. Regarding the modes of delivering which in this case happens to be radios and televisions, it was established that many primary schools did not have them. In places where they were present, it was either they were too few to cater for the pupils' population or that they were not functional.

The programme (Funtime), though not entirely restricted to literacy promotion, helps learners especially with their ability to use language correctly. The other programme called Teen fusion is neither consistent with the primary school syllabus nor its timetables. This is largely due to the fact that each Saturday that come, a different programme is aired and also looking at the fact that no primary school works on Saturdays when these programmes are actually put on air. Kids and Teens Avenue is another literacy programme which if structured properly in terms of its contents and timings would benefit primary school learners better than being in its current structure. The programme that was found out to be more appropriate in terms of promoting literacy using the media among primary school learners was "Learning at Taonga Market". This programme was designed in such a way that it followed the primary school literacy curriculum, by such it proved to be the most appropriate of all the other literacy programmes offered by the media for primary school

going learners of Lusaka district. This is supported by Ghosh (2000), when he states that among the reasons that led to failure of *Chauraha* a television for literacy in India was that in most cases the intended viewers did not know the specific time when those literacy programmes were being aired.

5.4 Medium of instruction for literacy programmes offered by the media

As has already been mentioned in this study, medium of instruction is taken to mean the language through which literacy campaigns are being undertaken. The study found out that most of the literacy programmes offered by ZNBC and MUVI were both produced and aired in English, a language which is not familiar to most of the Zambian primary school learners. Chinyanja which is the dominant Zambian local language in Lusaka as well as the regional official language for Lusaka District is not allowed to be used as the medium of communication by the learners except during the literacy hour for Zambian language. This denies these learners a chance to lay a strong foundation for the learning of other forms of literature such as the ones in English or French.

The issue of medium of instruction as being a problem in literacy campaigns, especially those involving children, is not a new one in research. In the case of Zambia, just like it is with many other African states, the language policies promoted in these countries since independence have had a negative impact on the development of education and literacy. With regard to formal education, the use of official languages such as English as the medium of instruction accounts largely for the ineffectiveness of the Zambian educational

system. Children are expected to learn in a language they do not understand or speak at home. Unfortunately, they are also evaluated before they can develop an adequate proficiency and literacy skills in this language. This situation as Alidou and Utne (2006) put it, largely accounts for the high rates of class repetition and school drop-out experienced by primary and secondary education pupils in Zambia.

Regarding most of the literacy programmes aired by ZNBC and MUVI stations, it has been observed that most of these programmes do not relate well with the literacy needs of the primary school learners even when they are intended to do so by their programmers. This is largely because there is no communication between the media people and the teachers, whose work they are supposed to be complimenting. This state of affairs is similar to the one observed about forty one years ago by Sutcliffe (1969) when he stated that there were already some complaints from the members of the public in Zambia that though the learners enjoyed learning through TV programmes, most of these programmes were from overseas. This made such literacy programmes not to always be relevant to the curriculum and the children's needs.

5.5 Government policies and literacy promotion using the media

There is a need to firmly affirm governments' commitment to the promotion of African languages for literacy and education. There is a huge gap between the policy stated in the governmental policy documents and the implemented language and education policies. To take the Zambian situation as a point of reference, the current education policy as contained in the policy document "Educating Our Future" states that English is the official

medium of instruction at all levels of the Zambian education system (MOE,1996). The policy, however, does also recognize the seven regional official local languages as well as the specific languages/dialects used in respective areas of the country as languages that could be used in teaching initial literacy. This state of affairs as has been stated in many Zambian linguists' researches creates problems in promoting literacy especially among primary school learners (Simwinga, 2006). Alidou and Utne (2006) are some other researchers who have supported the need for African governments to go a step further from merely formulating policies that would enhance the promotion of literacy among pupils to even seeing to it that such programmes are adequately funded.

This research established from a number of its findings that the government was not allocating funds for the purchasing of literacy equipment to help in the promotion of literacy through the media among primary school going learners. This was among the reasons that led to failure of most literacy campaigns which were carried out through the media. Alidou and Utne (2006) supported the need for governments to financially assist literacy programmes in schools by pointing out that in order to attain 50% or above literacy rate in most countries; African policy-makers must not only have the political will, but also allocate funding for the promotion of literacy and basic education.

5.6 Complementing face-to-face teaching

Literacy programmes offered by the media are usually designed to complement face to face teaching and learning of literacy. This kind of arrangement is supported by Lewis (1961:15) when he states that, "the teacher before the camera must work closely with the

teacher in the classroom and with resource and support personnel in the area of curriculum, instructional materials, testing and evaluation, graphics, and production.” The findings revealed that some of the literacy programmes aired by ZNBC and MUVI stations, for example, *Learning at Taonga Market* are equally intended to complement face to face classroom teaching of subjects such as literacy. It has, however, been discovered that most of the other literacy programmes aired by the media institutions under investigation have not achieved this role of complimenting face-to-face teaching and learning as well as providing a more detailed study of themes discussed at class meetings due to a number of factors. One such factor is that the programmes are expected to be broadcast mainly at times when classes would be meeting. This expectation has not been fulfilled for a number of reasons. For example most programmes are aired after 16:30pm when primary schools have ended their lessons as well as due to the non-availability of radio sets in most of the primary schools.

It has also been observed that in some instances the few radio sets in some schools where they exist are often times kept by either school managers or senior teachers, some of whom consider them as part of their incentive package. Some teachers who were trained as radio lessons facilitators have either retired or are at the verge of retiring and sometimes such teachers have been given administrative positions exempting them from being class teachers. Generally, as was seen from most class timetables, educationists’ considers 7.30 to around 9.30a.m as the time that is appropriate for literacy periods. But media literacy hours vary, depending on what is convenient for a particular station and its director of programming.

The study has also established that for a literacy programme to provide effective support for face-to-face teaching, it is that either the two must deal with the same theme at the same time, or the radio programme must follow closely what happens at literacy classes. Investigation at both ZNBC and MUVI stations revealed that the Radio Programme Producers organised their programmes on themes they deemed appropriate and not necessarily on lessons being taught in the classes as well as broadcast them at times they found convenient. There is, therefore, not much synchronisation between the face-to-face teaching and the radio component, and the content of the radio programmes does not complement the face-to-face teaching often times than not.

5.7 Resources as a challenge in promoting literacy using the media

As could be seen from the responses from the media and the education personnel, the issue of not being able to have the right resource both in terms of material and human at most times had led to the literacy programmes aired by the media being a failure. This challenge was also raised in a research that was conducted in Ghana on the effectiveness of the media in promoting literacy. In this study, it was established that the common and justifiable complaint of the NFED radio programme staff was that they did not have resources for work. Their work demanded that they were supposed to carry out regular visits to the districts and mount programmes to support teaching and learning in literacy classes. However, this could not be possible as their stations were not provided with any utility vehicles, thereby, making their literacy campaign a rather difficult undertaking (Ghosh, 2000).

5.8 Summary

This chapter has discussed the findings as presented in the previous chapter. It has related the discussion to other literacy studies, theories and practice. The findings were discussed in light of the study's research questions.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter presents conclusions of the study in form of short summaries in line with research questions and objectives. Appropriate recommendations for the study have also been given to provide feedback to the media institutions, the government through the Ministry of Education Science, Vocational Training and Early Education and other stake holders.

6.1 General Conclusion of the Study

The conclusion of this study is done in line with research questions and objectives. The study has shown that literacy programmes offered by the media are an effective component in promoting literacy among primary school going learners. It has further established that ZNBC and MUVI air programmes aimed at promoting literacy among primary school going learners, however, it has been shown that most of these programmes, in exception of the programme; *Learning at Taonga Market*, have very little content in them that could be said to be promoting literacy in its strict sense of being the ability to read and write.

The study highlighted the various challenges that the media face in their quest to fulfill their role of providing educational programming to the general public. It has been shown that despite the challenges that they are facing, media houses are determined to make the

necessary adjustments with regards promoting literacy through the various literacy programmes. This could be evident from for example, ZNBC's intention to set up a special unit within their structures which will specifically be looking into matters of educational media, which at the moment does not exist either at ZNBC or MUVI. In a similar manner, MUVI station also intends to increase their outdoor media education shows that usually include literacy campaigns that they conduct in various primary schools around Lusaka district. The study finally established that among the other reasons that were impeding the success of literacy programmes offered by the media with the aim of promoting literacy among primary school learners, was the lack of rapport between the media houses' personnel and officers in charge of primary school education. This dismal relationship between these two key stakeholders has led to among other things the production as well as airing of literacy programmes that may not be relevant at all or that may have little to do with promoting literacy among primary school learners.

6.2 Recommendations

6.2.1 Introduction

This study makes three distinct sets of recommendations. The first set is directed at the government of the republic of Zambia. The second set is addressed to the media institutions, while the third and last set of these recommendations are aimed at the school managers together with their members of staff in primary schools.

6.2.2 Recommendations directed at the government

A) The government should take deliberate measures such as ensuring a regular supply of material and infrastructure needed for an effective administering of literacy programmes that are offered by the media in primary schools.

B) The government should consider giving some incentives, for example in form of soft loans and grants, whether these be in terms of technical or financial support to media houses irrespective of who owns or runs such media houses, this would be to encourage them to produce as well as air literacy programmes and especially those that aim at promoting literacy among primary school learners.

C) The government through the line ministries in charge of broadcasting as well as that of the education of primary school learners, should ensure that they work on formulating a special policy to cater for the adequate implementation of literacy lessons which are offered through the media for the whole primary section of the Zambian education system.

6.2.3 Recommendations related to media institutions

A) That they increase the number of literacy programmes aimed at promoting literacy among primary school learners.

B) The media houses to always check with the Ministry of Education, Science, Vocation Training and Early Education to ensure that their literacy programmes match with what is being taught by the teachers in the primary schools.

6.2.4 Recommendations aimed at primary school authorities and staff:

A) To ensure that they acquire equipment necessary for the smooth running of the literacy lessons offered by the media. These could be in form of radios, DVDs, Television sets, projectors and books to support the teaching and learning of literacy among primary school learners using the media.

B) To ensure training and retraining of members of staff on how to conduct a lesson for literacy using media programmes .

6.3 Suggestions for further research

It could thus, be suggested at this point that the area of this research is so rich that recommendations for further investigation into it would be inevitable. The following, therefore, could be among the suggestions for further research:

A) There might be need to investigate the ratio of primary schools which are connected to the national grid of electricity to those that are not. This may help to establish what could be some of the reasons making it difficult for some primary schools to effectively run literacy lessons by the use of media programmes. A Further investigation on the quality of the signal reception in targeted places might be of benefit. These may help establish reasons that could be hindering a number of modern forms of teaching and learning in primary schools, which include the teaching of literacy using programmes that are offered by media institutions.

B) An investigation into the medium of instruction that would be seen to be more appropriate for conducting programmes for literacy using the media, with particular reference to those

targeting learners in the lower section of the Zambian education system, could also be necessary.

6.4 Summary

This chapter has given a general conclusion of the study by way of highlighting key points that were discussed by this research. The chapter has also provided some recommendations for the improvement of literacy programmes which are offered by the media, with particular interest on those that are for primary school learners. The chapter finally gave suggestions on what might be fertile areas for further research.

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APPENDICES

APPENDIX A.

CLASSROOM OBSERVATION SCHEME FOR A LITERACY LESSON

Class.....

Study area.....

Teacher (A-I).....

Topic.....

Date.....

Sex (f) or (m).....

What teacher does	What pupils say and do	Observers comments

5. Have you ever found out from your learners if they are aware about the literacy programmes being offered by either ZNBC or MUVI media stations?

.....
.....
.....

6. Have you ever utilized the services of any media house in teaching of literacy?

YES [] NO []

7. Suggest ways by which a literacy lesson could be delivered to children in primary schools by ZNBC and MUVI stations.

.....
.....
.....
.....
.....

8. Which level of primary school learners do you think can benefit more from literacy programmes being offered by the media and why do you think so?

.....
.....
.....
.....
.....

9. Do you teach literacy in both Zambian and English languages?

Yes [] No []

10. Is your time table as a class teacher able to accommodate any or the literacy programmes produced by ZNBC or MUVI media stations? If not, give reasons why it is so.

.....
.....
.....
.....
.....

APPENDIX C.

INTERVIEW SCHEME FOR LEARNERS IN TARGET SCHOOLS

1. Do you listen to radio / TV Programmes in times when you are free from school?

Yes [] No []

2. If your answer to (1) is yes, then which specific radio / TV programmes do you enjoy most?

.....
.....
.....
.....

3. What do you think is the most important role of the electronic media play in the life of school boys and girls?

.....
.....
.....
.....

4. Are you aware of any educational programmes that are being aired by either ZNBC or MUVI media stations?

Yes [] No []

5. Have you ever followed a literacy programme whether at home or at school?

Yes []

No []

6. Is there a time when a teacher at school or any elderly person at home ever encouraged you to listen to or watch a literacy programme from radio or television?

Yes []

No []

7. Mention any media programme that you know which promote primary school going learners reading and writing abilities.

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8. Do you think the literacy programmes being offered by ZNBC and MUVI media stations are of any benefit to learners like you? If so, explain how?

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APPENDIX D.

INTERVIEW SCHEDULE FOR SCHOOL MANAGERS.

1. What would you cite as some of the benefits that the school have derived from the educational programming that media houses such as ZNBC and MUCVI stations produce if any?

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2. As a school, have you ever had literacy lessons taught to any grade with the aid of a media programme?

Yes [] No []

3. Do you have any infrastructure as well as equipment that can facilitate the learning of literacy through the media?

Yes [] No []

4. Have you ever been visited by any media house personnel; who came specifically to find out the impact of their literacy programmes on the primary school pupils?

Yes [] No []

5. What role does your ministry have in the selection and timings of educational programmes that media houses air?

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6. What is your comment on the current relationship between the Ministry of Education, Science, Vocational Training and Early Education and the Ministry of Information and Broadcasting Services vis-a-vis literacy educational programmes offered by the media?

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7. As an educationist, what suggestions would you put forward in order to help literacy campaigns offered by the media yield even much more results especially among primary school going children?

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APPENDIX E.

INTERVIEW SCHEDULE FOR DIRECTORS OF PROGRAMMING.

1. Does your institution produce and air literacy programmes for the general public?

Yes []

No []

2. What time do you air literacy programmes if at all you do which are targeted at primary school pupils?

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3. As a media station, how do you ensure that your literacy programmes are of benefit to primary school going children?

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4. How many hours approximately do you give to literacy programmes especially those aimed at primary school going learners?

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5. How do you come up with literacy programmes for airing to the public?

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6. Do you at any time have some evaluative meetings with ministry of education or indeed the school authorities in order to try and harmonies what the media programmes and what the ministry of education stipulates in the various literacy syllabuses?

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7. What would you cite as the major challenges your media station faces in producing literacy programmes for primary school learners?

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8. Do you have anything to say as we come to the end of our interview regarding literacy education offered by the media vis-à-vis primary school education?

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APPENDIX F.

GROUP DISCUSSION GUIDE

1. What programmes do you like most from ZNBC and MUVI stations?
2. Among the radio and television programmes that you like most, which ones do you think help you in your academic life?
3. Explain in your own words what you think are the benefits of having “literacy” as one of the subjects you should learn as a primary school pupil?
4. State any programmes from ZNBC and MUVI stations which in your opinion help primary school pupils in terms of learning how to read and write?
5. In which language do you find literacy more enjoyable to learn?
6. As a primary school learner, how do you find learning literacy with the aid of electronic devices such as radio and television?
7. What challenges if at all any do you encounter in terms of learning literacy through radio and television programmes?
8. How do you think literacy programmes offered by the media could be fashioned in order to make them even more interesting and effective for the primary school going population?